

It is no exaggerated praise to call a tree the grandest and most beautiful of all the productions of the earth.—

GILPIN, *Forest Scenery.*

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION



ARBOR DAY ANNUAL

MAY 7, 1897

Let Arbor Day be devoted to the study of the best plans for beautifying school grounds, for the adornment of school buildings, the planting of trees and the proper care of those already planted, a study of birds and flowers and their influence upon life.

A tree in full leaf is a nobler object than a king in his coronation robes.— Bacon.

Chapter 196, Laws of 1888.

AN ACT TO ENCOURAGE ARBORICULTURE.

Approved April 30, 1888.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

Section 1. The Friday following the first day of May in each year shall hereafter be known throughout this State as Arbor Day.

§ 2. It shall be the duty of the authorities of every public school in this State, to assemble the scholars in their charge on that day in the school building, or elsewhere, as they may deem proper, and to provide for and conduct, under the general supervision of the city superintendent or the school commissioner, or other chief officers having the general oversight of the public schools in each city or district, such exercises as shall tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

§ 3. The State Superintendent of Public Instruction shall have power to prescribe from time to time, in writing, a course of exercises and instruction in the subject hereinbefore mentioned, which shall be adopted and observed by the public school authorities on Arbor Day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school commissioner or city superintendent aforesaid, shall promptly provide each of the schools under his or their charge with a copy, and cause it to be adopted and observed.

§ 4. This act shall take effect immediately.

In those vernal seasons of the year, when the air is calm and pleasant, it were an injury and sullenness against Nature not to go out and see her riches, and partake in her rejoicing with heaven and earth.

— Milton.

Note.— Remember Memorial Day, May 30; and Flag Day, June 14.

"There is no way in which we can more surely cultivate a love of home, native town, State, and country, than by a proper observance of Arbor Day."



SUGAR OR ROCK MAPLE—STATE TREE.

"The Maple is supple, and lithe, and strong,
And claimeth our love anew,
When days are listless, and quiet, and long,
And the world is fair to view.
And later — as beauties and graces unfold —
A monarch right royally drest,
With streamers aflame and pennons of gold,
It seemeth of all the best."

"The teacher in charge of a school who does not in any way observe Arbor Day should seek a new field of employment."

Superintendent's Letter

To School Officers and Teachers:

The proper observance of Arbor Day does not consist merely in the occupation of a few hours once in the year with a certain round of exercises connected with the planting of trees or shrubs. These should be but the outcome of an interest in trees, shrubs and flowering plants fostered by appropriate readings on the part of the pupils in the schoolroom and familiar talks by the teacher, both in the schoolroom and by the wayside, reaching through the year. So the day should connect itself more or less with the whole course of school life and be, so to speak, but the blossoming out of the studies and observations of many months.

The day will be a fit time, therefore, for reviewing the past weeks and months and for laying plans for the future. It will conduce much to the interest of the day and of successive Arbor Days if the teacher or superintendent has a blank-book in which is recorded a detailed description of what is done both on the anniversary day itself and at intermediate times—the exercises in the schoolroom and the course of proceedings out of doors, the marchings, the music, the speeches, the trees or shrubs planted and by whom planted, the number of people in attendance, persons to whom trees were dedicated and everything of importance connected with the observance of the day or the subject of trees and tree planting, such as observations made in regard to the growth and condition of trees that have been planted. This record should be referred to and portions of it read from year to year as a part of the Arbor Day exercises, and after a few years it will become a history which will be cherished more and more with the lapse of time.

I would suggest also that as we have been improving many of our school grounds, and in part as the result of the premiums which have been offered for the purpose, we should give more attention than we have done to the interior appearance and furnishing of our school buildings. Estimated by the work done in it,—the development of mind and character,—the schoolhouse should be second in beauty and interior equipment to no building in town or village. Why should our boys and girls pass the best hours of the day and the most impressible years of life in rooms with bare walls and altogether unattractive if not uncomfortable furnishings? Why should there be so little in them to please the eye or cultivate the taste? Why should they contrast so strongly as they do with our dwellings and other buildings? Habits of neatness, order and politeness should be taught by the school place itself and the love of the beautiful and the good be fostered daily. Pictures, maps, books, models of the finest specimens of architecture and the most beautiful works of sculpture are now so cheap that with trifling cost any village schoolroom may be made most attractive and instructive, and a place to which the pupils will look back in their mature years with pleasant memories. And if school boards are not ready to make the necessary appropriations for the purpose, the pupils might be encouraged by the teachers to take the matter in hand. They might get up dramatic or other entertainments, the proceeds of which could be devoted to the better furnishing of the schoolrooms. Friendly rivalry between the different schools of a town or village might be stimulated for the purpose, and if only a little should seem to be accomplished at any one time, in a few years a most desirable change for the better might be wrought in many of our places of instruction.



State Superintendent.

Superintendent's Letter to the Children of the Public Schools

Dear Boys and Girls of the Empire State:

This Springtime of 1897 marks the twenty-fifth anniversary of Arbor Day. The birds are welcoming it with their sweet, cheery songs, for they love the trees and make their homes in them, and all lovers of trees ought to rejoice now because the trees are putting on their beautiful dress of green and decking themselves with many colored blossoms for our delight and preparing to give us in due season their various fruits.

Let us make this the best Arbor Day we have had. Let us grasp more fully than we have done before, all that the day means and how much of good there is in it for us and for many others. How the observance of the day has spread during the twenty-five years since it began. From far away Nebraska it has been adopted by State after State until now it is established throughout our great country and millions of school children engage in its pleasant celebration every year and many millions of trees are planted annually by their hands.

But not only has the custom of observing Arbor Day spread throughout this great land of ours, but it has been adopted also in other lands. It is such a beautiful observance that it has passed across the oceans and is now established in several European countries and in Japan. So it may be said to have gone around the globe in a few years. I can not think of another institution or observance which has spread so far in so short a time. And this has been done without any urgency or compulsion. It shows that it must be a good thing in itself, otherwise it would not have been adopted so speedily and so widely. It has been welcomed also by all classes of people. Last year it was adopted by Spain and with royal sanction and royal pageantry.

Let us think now how much good the day has already done. To how many schools in our land has it brought a pleasant holiday. How many companies of children have found it a delight and a lesson in well-doing and care for the welfare of others. To how many has it made the world around them a brighter and better world. How many beautiful trees has it caused to be planted in school yards and along the borders of streets and around dwellings. How many places it has caused to be sheltered from stormy winds. How much of comfort and pleasantness has it brought to many homes.

And now the lesson of all this is, and I would have you take it to heart to-day, the importance of little things, as we call them. I say, as we call them, for we often make a mistake in speaking of great things and little things. The little things are sometimes greater than those that we consider great things. Arbor Day was a little thing seemingly when it was started far away in Nebraska, but now it is a great thing, spread over the whole country, and no one can measure its power for good. So the tree which you plant in the school yard, or on the roadside to-day may be small, hardly more than a twig, perhaps, but years hence it may be a great landmark and the admiration of all who see it. And so a good deed or a good thought may seem a little thing at the time but it may make one famous and be a benefit to

thousands. Arbor Day was only the kind thought of one man at the beginning, but it has grown as the tree grows, and overspread the country and every year blossoms out in the beauty of these almost innumerable gatherings of teachers and scholars, and gladdens their hearts and encourages them to be good and to do good. Let us welcome the lesson and thank the Heavenly Father for giving it to us. As we plant the trees to-day, so we may plant trees of goodness, kindness and love in each other's hearts to grow there from year to year throughout our lives and thus have the blessing which comes from doing good.

Charles R. Rimmer

State Superintendent.

Arbor Day in Spain

It will interest the school children to know that Arbor Day has not only been established in Spain, but established by a king who is a boy not older than the boys of average age in our schools, and that a great company of the pupils of the schools were associated with him in its establishment.

On the 26th day of March of last year the Queen Regent of Spain — the king's mother — and her court, went with the young King Alphonso to some grounds about two miles from Madrid. There the king, with his own hands, planted with much ceremony a young pine tree. Flags were flying and cannon boomed at the time. After the king had planted his tree 2,000 children, who had been chosen from the public schools of the city as his associates, each planted a tree. All expenses of the occasion were paid by the city and each child received a medal inscribed thus:

FIRST FETE OF THE TREE

INSTITUTED IN THE REIGN

OF

ALPHONSO XIII.

SPAIN, 1896.

Similar Arbor Days it is expected will be held yearly in all parts of Spain, and the plantations enlarged by the successive plantings. The children are to be taken periodically by their schoolmasters to inspect their plantations and see how their trees are growing, and they will be taught to encourage tree planting wherever and however it may be in their power to do so.

How to Plant Trees

Having prepared the ground, let the trees be taken up carefully on the day preceding Arbor Day, so that there may be no haste and no delay then. Be careful to break as few of the small roots as possible in taking up the trees, and if any are broken, cut the ends off smoothly with a knife and cut off a corresponding amount of branches, so that roots and branches may be equalized. Keep the roots from exposure to the sun or wind after being taken up, by wrapping them with mats or blankets while transporting them and by "heeling them in," as it is called, until the time of planting. Then on Arbor Day, removing the finely-prepared earth where the trees are to stand, place the trees at proper depth in the holes and slowly and carefully fill in the earth around and among the roots, pressing the soil with the hands into all the interstices and finally bringing roots and soil into as close contact as possible by a firm pressure of the feet. If the soil is in a moist condition and is pressed closely about the roots no watering will be needed in the process of planting, but if dry a little water may be dashed among the roots when the holes are nearly filled with earth. When completely filled the ground should be smoothed over with a rake and covered with coarse litter several inches deep and extending as far as the spread of the roots. This will prevent the evaporation of the moisture of the soil and the need of subsequent watering unless in very dry seasons.

Remember that what is worth doing is worth doing well, and that one tree well planted is worth many carelessly planted.

Suggestions

PROGRAMS

Full instructions regarding preparation of programs and planting of trees have been given in previous annuals. The following much-needed suggestions can not be too often repeated:

1. Make programs long enough to admit of pleasurable variety; but not too long lest interest in the exercises may flag.
2. Have as many children as possible from the different grades take part in the exercises.
3. Have a place in the program for an essay or talk on the beauty, utility and peculiar habits of the trees to be planted.
4. Interest the patrons of the schools in attending the Arbor Day exercises, and encourage the children to plant trees, vines or shrubs at their homes.
5. Have short talks by some of the school officers or other prominent residents of the district.
6. Give especial attention to the committing to memory by the children of selections on nature and patriotism.
7. Have children learn for that day some one of our national songs.

TREE PLANTING

8. Do not plant trees too near the school building.
9. Have holes for trees made large and partly filled with a good loam several days before Arbor Day.
10. When planting trees, use great care to see that none of the roots are doubled up.
11. When placing soil over the roots, see that it is properly packed.
12. Appoint a committee of pupils to take charge of trees planted and to see that they are watered and cared for during the year.

Suggestive Programs

These programs may be freely changed to meet differing conditions.

PROGRAM 1st.

1. Music — Arbor Day anthem — Tune, "America."
2. Reading of Arbor Day Law.
3. Superintendent's letter.
4. History of Arbor Day. Essay.
5. Music, patriotic.
6. Short recitations on trees, flowers and birds.
7. The Trees our best Friends. Essay.
8. Short talks by teacher, friends and parents.
9. Recitation — "Seed-time and Harvest."
10. Life of General Grant, and his recent Entombment. Essay.
11. Music, patriotic — "My Country, 'tis of thee." Smith. "America."
12. Planting of the trees —
 - Recitation by three pupils — "What do we plant when we plant the Tree?"
Henry Abbey.
 - Marching Song.
 - Dedication of Trees and some account of the persons to whom they are
dedicated.
 - Planting with care, and brief recitation at planting of each tree.
13. Final song and dismissal.

PROGRAM 2d.

1. Reading of Arbor Day Law.
2. Song — "My Country, 'tis of thee." Tune, "America."
3. Reading of Superintendent's letter to the children.
4. Recitation — "The American Flag." J. Rodman Drake.
5. The Patriotism of Arbor Day. Essay.
6. How the Trees chose their king — Judges, 9, 8-15. Recitation in parts by
several pupils.
7. History and Meaning of Arbor Day. Essay.

8. Bryant's "Forest Hymn" (part). Recitation.
9. Music — "Red, White and Blue."
10. Patriotic — "Flag of the Heroes who left us." Holmes. Recitation.
11. Reading of letters and brief addresses.
12. Planting of Trees.

Marching Song.

Short address as each tree is planted, about the tree or the person to whom it is dedicated, or a quotation from the writings of the person or some well-known author. The planting to be carefully done by several pupils designated for the purpose beforehand.

13. Final Song — "Star-Spangled Banner."

PROGRAM 3d.

1. Reading Arbor Day Law.
2. Music — National song, "America."
3. Recitation — "All Things Beautiful."
4. Letter of the Superintendent.
5. History of Arbor Day and what the day stands for.
6. Recitation — "Woodman, Spare that Tree."
7. Music — "Red, White and Blue."
8. What the Trees do for the Birds. Essay.
9. Recitation — "This is the Forest Primeval." Longfellow.
10. "Johnny Appleseed." Essay.
11. The Tree I Love Best. Short addresses by six pupils.
12. Music.
13. Short talks by teacher and visitors.
14. Marching song and drill with flags.
15. Dismissal.



THE STATE FLOWER

Selections Appropriate for Arbor Day Programs

NATURE'S TREE-PLANTERS

Squirrels: The squirrels eat many nuts, but carry a portion to some distance in every direction, where they plant one or two in a place. It may be the thought of the squirrel to return at some future time of need, but his bump of locality is not well developed or he has laid up more than he needed. At all events some of the nuts are allowed to remain where he planted them. In this way he is a benefit to the trees, and pays for the nuts which he eats. He has not lived in vain, for he is a tree-planter and believes in arboriculture. His Arbor Days come in autumn, and he needs no Governor's message to stimulate him to work.

Birds: Many of our trees and shrubs produce a fleshy fruit or berry. Among them are the mountain ash, service berry, cherry, holly, mulberry, sassafras, wild plum, persimmon, cedars and junipers. Many of these when ripe are rendered conspicuous by brilliant colors. The fruits are eagerly sought by grouse, turkeys, deer, bears and other animals. In most cases the seeds of such fruits are protected by a very firm covering and are not digestible. They are sown broadcast by wild animals under circumstances most favorable for germination. The birds, too, belong to the society of tree-planters.

Winds: Some trees produce dry seed or seed-pods, and usually drop only a portion in autumn. They hold on to some seeds with considerable tenacity. Among these are the buttonwood, basswood, ironwood, blue beech, box-elder, hop tree, tulip tree, ash, catalpa, locust, Judas tree, birches, alders, larches, pines, spruces. The fruit or the seed is thin, or provided with wings, which distribute them as they fall or after they have fallen. In winter it needs but a slight packing of the snow to bear up the seeds. At such times some of the seeds are torn from the trees by the wind, and may be seen sliding along like miniature ice boats, often half a mile or more from the nearest tree. The wind also aids in transporting the seeds of our elms, maples, willows and poplars.— Selected

BEAUTIFUL ALLEGORY

Once on a time a little leaf was heard to sigh and cry, as leaves often do when a gentle wind is about. And the twig said:

"What is the matter, little leaf?"

"The wind," said the leaf, "just told me that one day it would pull me off and throw me down to the ground to die."

The twig told it to the branch on which it grew, and the branch told it to the tree. And when the tree heard it, it rustled all over and sent word back to the leaf:

"Do not be afraid, hold on tightly, and you shall not go till you want to." And so the leaf stopped sighing and went on rustling and singing. And so it grew all summer long till October. And when the bright days of autumn came, the little leaf saw all the leaves around becoming very beautiful. Some were yellow and

some were scarlet, and some were striped with both colors. Then it asked the tree what it meant. And the tree said:

"All these leaves are getting ready to fly away, and they have put on these beautiful colors because of joy."

Then the little leaf began to want to go, and grew very beautiful in thinking of it, and when it was very gay in colors it saw that the branches of the tree had no color in them, and so the leaf said:

"Oh, branch, why are you lead-colored and we golden?"

"We must keep on our work clothes," said the tree, "for our life is not done yet, but your clothes are for a holiday, because your task is over."

Just then a little puff of wind came, and the leaf let go without thinking of it, and the wind took it up and turned it over and over, and then whirled it like a spark of fire in the air, and let it fall gently down under the edge of the fence among hundreds of leaves, and it fell into a dream and never waked up to tell what it dreamed about.— Henry Ward Beecher.

SEED-TIME AND HARVEST

It may not be our lot to wield
The sickle in the ripened field;
Nor ours to hear, on summer eves,
The reaper's song among the sheaves.

Yet where our duty's task is wrought
In unison with God's great thought,
The near and future blend in one,
And whatsoe'er is willed, is done!

— John Greenleaf Whittier.

PLANT SONG

O, where do you come from, berries red,
Nuts, apples and plums, that hang ripe overhead,
Sweet, juicy grapes, with your rich purple hue,
Saying, "Pick us and eat us; we're growing for you?"

O, where do you come from, bright flowers and fair,
That please with your colors and fragrance so rare,
Glowing with sunshine or sparkling with dew?
"We are blooming for dear little children like you."

"Our roots are our mouths, taking food from the ground
Our leaves are our lungs, breathing air all around,
Our sap, like your blood, our veins courses through —
Don't you think, little children, we're somewhat like you?"

"Your hearts are the soil, your thoughts are the seeds;
Your lives may become useful plants or foul weeds;
If you think but good thoughts your lives will be true,
For good women and men were once children like you."

— Nellie M. Brown.

WHAT DO WE PLANT?

(To be read by three pupils.)

First —

What do we plant when we plant the tree?
 We plant the ship which will cross the sea.
 We plant the mast to carry the sails;
 We plant the planks to withstand the gales —
 The keel, the keelson and beam and knee;
 We plant the ship when we plant the tree.

Second —

What do we plant when we plant the tree?
 We plant the houses for you and me.
 We plant the rafters, the shingles, the floors,
 We plant the studding, the lath, the doors,
 The beams and siding, all parts that be;
 We plant the house when we plant the tree.

Third —

What do we plant when we plant the tree?
 A thousand things that we daily see:
 We plant the spire that out-towers the crag,
 We plant the staff for our country's flag,
 We plant the shade, from the hot sun free;
 We plant all these when we plant the tree.

— Henry Abbey.

INFLUENCE OF NATURE

Therefore am I still

A lover of the meadows and the woods
 And mountains, and of all that we behold
 From this green earth; of all the mighty world
 Of eye and ear, both what they half create
 And what perceive; well pleased to recognize
 In nature and the language of the sense,
 The anchor of my purest thoughts, the nurse,
 The guide, the guardian of my heart and soul,
 Of all my moral being.

— Wordsworth.

ALL THINGS BEAUTIFUL

All things bright and beautiful,
 All creatures great and small,
 All things wise and wonderful —
 The Lord God made them all.

Each little flower that opens,
 Each little bird that sings,
 He made their glowing colors
 He made their tiny wings.

The purple-headed mountain,
The river, running by,
The morning, and the sunset
That lighteth up the sky.

The tall trees in the greenwood,
The pleasant summer sun,
The ripe fruits in the garden —
He made them, every one.

He gave us eyes to see them,
And lips that we might tell
How great is God Almighty,
Who hath made all things well.

— C. F. Alexander.

LEAF-TONGUES OF THE FOREST

The leaf-tongues of the forest, the flower-lips of the sod,
The happy birds that hymn their rapture in the ear of God,
The summer wind that bringeth music over land and sea,
Have each a voice that singeth this sweet song of songs to me:
"This world is full of beauty, like other worlds above,
And if we did our duty, it might be full of love."

— Gerald Massey.

A little of thy steadfastness,
Rounded with leafy gracefulness,
Old oak, give me —
That the world's blast may round me blow,
And I yield gently to and fro.
While my stout-hearted trunk below,
And firm-set roots unshaken be.

— Lowell.

If thou art worn and hard beset
With sorrows, that thou wouldst forget,
If thou wouldst read a lesson, that will keep
Thy heart from fainting and thy soul from sleep,
Go to the woods and hills! No tears
Dim the sweet look that Nature wears.— Longfellow.

Summer or winter, day or night,
The woods are an ever new delight;
They give us peace, and they make us strong,
Such wonderful balms to them belong;
So, living or dying, I'll take my ease
Under the trees, under the trees.

— Stoddard.

FOREST HYMN

The groves were God's first temples. Ere man learned
 To hew the shaft, and lay the architrave,
 And spread the roof above them — ere he framed
 The lofty vault, to gather and roll back
 The sound of anthems; in the darkling wood,
 Amid the cool and silence, he knelt down,
 And offered to the Mightiest solemn thanks
 And supplication. For his simple heart
 Might not resist the sacred influences
 Which, from the stilly twilight of the place,
 And from the gray old trunks that high in heaven
 Mingled their mossy boughs, and from the sound
 Of the invisible breath that swayed at once
 All their green tops, stole over him, and bowed
 His spirit with the thought of boundless power
 And inaccessible majesty. Ah, why
 Should we, in the world's riper years, neglect
 God's ancient sanctuaries, and adore
 Only among the crowd, and under roofs
 That our frail hands have raised? Let me, at least,
 Here, in the shadow of this aged wood,
 Offer one hymn — thrice happy, if it find
 Acceptance in His ear.

— Bryant.

THE WORLD A FAIRYLAND

The world we live in is a fairyland of exquisite beauty; our very existence is a miracle in itself, and yet few of us enjoy as we might, and none as yet appreciate fully, the beauties and wonders which surround us. The greatest traveler can not hope even in a long life to visit more than a very small part of our earth, and even of that which is under our very eyes how little we see!

What we do see depends mainly on what we look for. When we turn our eyes to the sky, it is in most cases merely to see whether it is likely to rain. In the same field the farmer will notice the crop, the geologists the fossils, botanists the flowers, artists the coloring, sportsmen the cover for game. Though we may all look at the same things, it does not at all follow that we should see them.

It is good, as Keble says, "to have our thoughts lift up to that world where all is beautiful and glorious,"—but it is well to realize also how much of this world is beautiful.

— Sir John Lubbock.

A PLEA FOR THE BIRDS

One of the most pleasing ideas connected with this Arbor Day work of planting trees is that we are thereby making homes for our precious singing birds. We are now close to the season of building nests; may we not earnestly hope that parents everywhere, and especially teachers in the public schools, will give to this matter of protecting the birds the most earnest and thoughtful attention. Let your voices and your positive authority be heard in this most humane work. I am also constrained to believe that hundreds of boys and girls reared in well-ordered homes, who read

these pages, will plead earnestly with those who indulge in the degrading, criminal practice of despoiling the nests of birds. The beautiful and graceful notes of the mother robin, whose nest has been thus secured from desecration, will linger in memory for a whole lifetime.

— Charles Aldrich.

The man who builds does a work which begins to decay as soon as he has done, but the work of the man who plants trees grows better and better, year after year, for generations.

"Trees, plants, and flowers talk to us grandly, lovingly, beautifully. To learn their language we must give attentive ears, eyes, and minds; then their speech will minister continually to our happiness."

A student who has learned to observe and describe so simple a matter as the form of a leaf has gained a power which will be of lifetime value, whatever may be his sphere of professional employment.

— W. N. Rice.

GRASS

"Next in importance to the divine profusion of water, light and air, those three physical facts which render existence possible, may be reckoned the universal beneficence of grass. Lying in the sunshine among the buttercups and dandelions of May, scarcely higher in intelligence than those minute tenants of that mimic wilderness, our earliest recollections are of grass, and when the fitful fever is ended, and the foolish wrangle of the market and the forum is closed, grass heals over the scar which our descent into the bosom of the earth has made, and the carpet of the infant becomes the blanket of the dead.

"Grass is the forgiveness of Nature — her constant benediction. Fields trampled with battle, saturated with blood, torn with the ruts of cannon, grow green again with grass, and carnage is forgotten. Streets abandoned by traffic become grass-grown, like rural lanes, and are obliterated. Forests decay, harvests perish, flowers vanish, but grass is immortal. Beleaguered by the sullen hosts of winter it withdraws into the impregnable fortress of its subterranean vitality and emerges upon the solicitation of spring. It evades the solitude of deserts, climbs the inaccessible slopes and pinnacles of mountains, and modifies the history, character and destiny of nations. Unobtrusive and patient, it has immortal vigor and aggression. Banished from the thoroughfare and field it abides its time to return, and when vigilance is relaxed or the dynasty has perished, it silently resumes the throne from which it has been expelled but which it never abdicates. It bears no blazonry of bloom to charm the senses with fragrance or splendor, but its homely hue is more enchanting than the lily or the rose. It yields no fruit in earth or air, yet should its harvest fail for a single year famine would depopulate the world."

— John J. Ingalls.

The effect of nature alone is purifying; and its thousand evidences of wisdom are too eloquent of their Maker not to act as a continual lesson.

— N. P. Willis.

The great demand is, that the school of the times shall blend nature in books with nature as it is in life.

— A. E. Winship.

UNION AND LIBERTY

First voice.

Flag of the heroes who left us their glory,
 Borne through our battle-fields' thunder and flame,
 Blazoned in song and illumined in story,
 Wave o'er us all who inherit their fame!

Second voice.

Light of our firmament, guide of our nation,
 Pride of her children, and honored afar,
 Let the wide beams of thy full constellation
 Scatter each cloud that would darken a star!

Third voice.

Empire unsceptred! what foe shall assail thee,
 Bearing the standard of Liberty's van?
 Think not the God of thy fathers shall fail thee,
 Striving with men for the birthright of man!

Fourth voice.

Yet, if by madness and treachery blighted,
 Dawns the dark hour when the sword thou must draw,
 Then, with the arms of thy millions united,
 Smite the bold traitors to Freedom and Law!

All.

Up with our banner bright,
 Sprinkled with starry light,
 Spread its fair emblems from mountain to shore;
 While through the sounding sky,
 Loud rings the Nation's cry,—
 Union and Liberty! — one evermore!

— Oliver Wendell Holmes.

GENERAL GRANT

Washington secured freedom of colonies and founded a new nation. Lincoln was the prophet who warned the people of the evils that were undermining our free government, and the statesman who was called to the leadership in the work of their extirpation. Grant was the soldier who by victory in the field gave vitality and force to the policies and philanthropic measures which Lincoln defined in his cabinet for the regeneration and security of the Republic. * * * As long, therefore, as the American Union shall abide with its blessings of law and liberty, Grant's name shall be remembered with honor. As long as the slavery of being is abhorred and the freedom of man assured, Grant shall be recalled with gratitude, and in the circles of the future, the story of Lincoln's life can never be told without associating Grant in the enduring splendor of his own great name. * * *

He rose more rapidly than any military leader in history, from commander of a regiment to supreme direction of millions of men divided into many great armies and operating an area as large as the empires of Germany and Austria combined. He exhibited extraordinary qualities in the field. His bravery among the American officers is the rule which has, happily, had a few exceptions, but as an eminent general

said, "Grant possessed quality above bravery. He had insensibility to danger, apparently unconsciousness of fear. Besides that he possessed an evenness of judgment to be depended upon in sunshine and storm." * * *

General Grant in his services in the field never once exhibited indecision, and it was this quality that gave him his crowning characteristic of a military leader. He inspired his men with a sense of their invincibility and they were thenceforward invincible. The career of General Grant when he passed from military to civil administration was marked by his strong qualities. His presidency of eight years was filled with events, events of magnitude in which if his judgment was sometimes errant, his patriotism was always conceded.

—James G. Blaine.

ANTHEM FOR ARBOR DAY

Tune — "America."

By Rev. S. F. Smith, D. D., Author of "America."

Joy for the sturdy trees!
Fanned by each fragrant breeze.
Lovely they stand!
The song birds o'er them thrill,
They shade each tinkling rill,
They crown each swelling hill,
Lowly or grand.

Plant them by stream or way,
Plant where the children play
And toilers rest;
In every verdant vale,
On every sunny swale,
Whether to grow or fail —
God knoweth best.

Select the strong, the fair,
Plant them with earnest care —
No toil is vain.
Plant in a fitter place,
Where, like a lovely face,
Set in some sweeter grace,
Change may prove gain.

God will his blessings send —
All things on Him depend.
His loving care
Clings to each leaf and flower
Like ivy to its tower,
His presence and His power
Are everywhere.

PRAYER FOR OUR STATE

Air — "America."

God bless our noble State,
And make her doubly great,
In progress grand,
Nor fear to right the wrong,
Protect among the throng,
The weak as well as strong,
By her command.

Long may her banner bright,
Wave in the morning light,
And all her laws,
Approved by justice stand,
Her sons a manly band,
Her daughters hand in hand,
The home her cause.

— D. R. Lucas.

O GLORIOUS FLAG!

O glorious flag! red, white, and blue,
Bright emblem of the pure and true;
O glorious group of clustering stars!
Ye lines of light, ye crimson bars,
Unfading scarf of liberty,
The Ensign of the brave and free.

— Edward J. Preston.

THE AMERICAN FLAG

When Freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night
And set the stars of glory there;
She mingled with its gorgeous dyes
The milky baldric of the skies,
And striped its pure celestial white
With streakings of the morning light;
Then from his mansion in the sun
She called her eagle bearer down,
And gave into his mighty hand
The symbol of her chosen land.

— J. R. Drake.